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ABSTRACT

A 1983 directory of resources for small and rural school districts lists resources for improving schools, national resources, foundations as funding sources, and state educational agency staff who can assist rural schools with information and technical assistance requests. The first section describes school improvement resources/projects by region: Midwest (16), Northeast (3), South (14), and West (14). The second chapter offers five national organizations for rural education, seven national education groups with rural interests, five sample projects in rural education research, five special projects for rural schools, and four relevant offices within the Department of Education. Private funding sources are covered in the third chapter, which notes publications listing foundations, cites 5 foundations which gave the most to rural education in 1982, summarizes components of good proposals, and lists 51 rural education projects which received foundation grants in 1981. Names, addresses, and telephone numbers of state education department rural specialists for 47 states are listed in the fourth chapter. A bibliography lists books by topic (rural education and rural development; policy, finance, demographics, and overviews; school size and consolidation; curriculum and staff development; youth employment, rural development, and vocational education), and also 10 newsletters and journals of interest to small/rural school educators. (MH)

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The Sourcebook

A DIRECTORY OF RESOURCES FOR SMALL AND RURAL SCHOOL DISTRICTS

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THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

The Sourcebook

A DIRECTORY OF RESOURCES FOR SMALL AND RURAL SCHOOL DISTRICTS

WRITTEN BY
GAIL ARMSTRONG

PUBLISHED BY
THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1801 NORTH MOORE STREET
ARLINGTON, VIRGINIA 22209

The AASA Small School Program

The American Association of School Administrators is the professional association of more than 18,000 district level educational administrators and others involved in elementary and secondary education. Beyond the general services AASA provides for all members, a special program has been established for the many school district administrators who manage smaller systems. Special services include a newsletter, convention and training programs, and an annual conference of small school district administrators.

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Introduction

Most school districts in the United States are small or rural. Sixty percent of all districts, for example, enroll only 1,000 students or fewer. Almost 70 percent of all schools are in rural areas, and nearly one-third of the nation's students are educated in rural schools.

Yet compared with large urban and suburban districts, small districts have not for many years had adequate access to information and resources targeted to their needs, which are often different from those in larger settings. A case in point is that participants at a 1982 national session on rural education identified several pressing small and rural district needs. They were:

- Adequately and appropriately trained teachers and administrators
- Opportunities to develop curricula materials that use resources in the local setting
- A long-range planning capacity
- More cooperative schemes
- Leadership development and linkages among leaders
- Better ways to assess students' instructional needs
- Data banks at state, regional, and national levels
- Sensitivity to rural needs at state and national levels
- Research on the effects of decreased federal funding in rural districts

In response to some of the needs, this directory was prepared for small and rural school districts, funded by a grant to the American Association of School Administrators (AASA) from the U.S. Department of Education. The *Sourcebook* provides access to information and concrete ideas about how to stretch dollars, strengthen the curriculum, educate staff to work well in rural settings, and prepare students to live in a technological era. It also offers assistance for seeking funding and other kinds of resources from foundations, private business, and government.

The *Sourcebook* emphasizes what is happening in local and state projects, rural education centers at universities, and organizations at regional and national levels. Chapter I presents a listing and description of resources in the four regions of the United States. Names, addresses, and telephone numbers (where available) are included for contact people associated with each group or project. More than 90 percent of the groups from whom AASA requested information responded in time to be included in the *Sourcebook*. Chapter II describes national organizations for rural education, national education groups with a rural component, and the U.S. Department of Education's relevant offices. National rural education studies are also listed in Chapter II.

Chapter III is devoted to private funding sources, including foundations and corporations. It contains information about publications helpful in the identification of funding groups and the design of proposals. Tips on writing a good proposal can be found in Chapter III. Also listed are descriptions of more than 50 foundation-supported projects in rural education; dollar amounts, foundation names, and recipient names and locations are included.

Chapter IV is a listing of state education agency resource people. Although educators in many states are already familiar with the rural education specialists in their own state education departments, they may find resource people in neighboring states to be good sources of information. Forty-seven states responded to the AASA inquiry and are included.

Finally, the *Sourcebook* includes a topical bibliography and a list of newsletters and journals of interest to small and rural school educators.

The *Sourcebook* contains a wealth of information. But it is not meant to be read from cover-to-cover. Spend a brief time familiarizing yourself with its contents. Take a special look at the resources in your region. Then keep the book close at hand. You'll want to refer to it often.

CHAPTER I

Resources for Improving Schools

There are several sources of assistance for rural and small schools in all geographic regions of the United States. This chapter contains descriptions of some of the resources available in the Midwest (or North Central region), the Northeast, the South, and the West. Most of the following types of programs and organizations can be found in each region:

- **State or local projects.** Schools and districts throughout the nation have developed programs in response to rural needs in the region or locality. Particular attention has been given to programs of two types:
  1. Those that use electronic and other technologies in classroom instruction, or that train staff and students in computer literacy
  2. Those that take advantage of rural school or community characteristics to enrich the curriculum or improve the efficiency of education.
- **Regional educational laboratories.** These laboratories serve geographic regions of the country, in accordance with the authorization given by the U.S. Congress in Title IV of the Elementary and Secondary Education Act of 1965. Four of the eight laboratories include rural schools as a significant client group. They are the Appalachian Laboratory, the Southwest Educational Development Laboratory, the Midwest Continent Regional Education Laboratory, and the Northwest Regional Education Laboratory.
- **Rural education centers or districts at colleges and universities.** There are at least 16 rural education centers. They are characterized as much by variety in their emphasis and activities as by the fact that they are rural education centers.
- **State associations of rural and small schools.** In five states — Oregon, Texas, Utah, Kansas, and Nebraska — educators and citizens have formed state associations to address the needs of small schools and improve the quality of instruction.
- **State and regional organizations that emphasize various forms of rural development.** In each region, for example, there is a Rural Development Center, where interest in education is usually pronounced and where useful data are often available. Several states and regions also have rural affairs centers or councils, and some have policy boards that focus on rural affairs.

IDEA BANK: The Midwest

Center for Rural Affairs

In 1973, the Center for Rural Affairs was formed by rural Nebraskans "concerned about the role of public policy in the decline of family forms and rural communities." First chartered in Nebraska as a private, non-profit corporation, the center has grown into a regional organization that conducts studies and policy analyses with both regional and national implications. The Center's stated purpose is "to provoke public thought about social, economic, and environmental issues affecting rural America." It addresses this goal through a variety of projects and publications. Recent projects (most with accompanying publications) include the Small Farm Energy and Small Farm Advocacy Projects, an Agricultural Research Project, a Missouri Basin/Great Plains Caucus, a Demonstration Water Project, and Public Power Project. The center also runs a rural internship program and puts out regular publications on rural affairs: *Prairie Sentinel* and *Small Farm Advocate*. It is not a membership organization.

Contact: Don Ralston
Center for Rural Affairs
Walthill, NE 68067
402/846-5428

Community Information and Education Service (CIES)

This project, funded for four years by the Kellogg Foundation, is a cooperative effort for central Illinois. The CIES is housed at the University of Illinois, and cooperates with five Illinois community colleges (Carl Sandburg, Lake Land, Lincoln Land, Richland, and Spoon River) in planning programs based on locally-identified needs. To respond to local needs, CIES operates from a decentralized structure and uses advisory groups at district and state levels. It provides educational programs and informational services on five topics: local government administration, rural crime, rural transportation, land resources use, and water quality and availability

Contact: Charles Kozoll, Director
CIES
725 South Wright Street
Champaign, IL 61820
217/333-7368

Contract Vocational Education

Contract vocational education is an idea that some Missouri educators began implementing. It resulted from several concerns: inadequate employment opportunities for rural Missouri youth, the decline of services and small businesses in rural communities, and the need to motivate high-school students not planning to attend college. Contract vocational education allows students to receive credit for apprenticeship training under the supervision of people who are not certified teachers but who can teach young people necessary skills and knowledge in particular trades or businesses. Arrangements for credit for students and compensation for their teachers have been worked out with the participating districts and the Missouri Department of Elementary and Secondary Education. The project is in its fifth year of operation.

Contact: Daryl or Vicki Hobbs
620 Clark Hall
University of Missouri
Columbia, MO 65201
314/882-7396

The Countryside Council

The Countryside Council is an advocate for rural community development. It has been active in promoting jobs and small businesses, rural transportation, improved telephone services, and rural arts and humanities programs. Some activities have succeeded so well that other organizations have sprouted from them — the Southwest Minnesota Arts and Humanities Council, for example, and the Technical Assistance Center now affiliated with Southwest State University of Marshall, Minnesota. The Council, which serves southwest Minnesota, is a grassroots organization of rural people that is funded entirely by private contribution. It has a small staff but does most of its work through voluntary task forces. The Council publishes a regular newsletter, *Prairie Schooner*. Memberships are open to individuals and businesses.

Contact: Mark Lofthus
Countryside Council
P.O. Box 78
Marshall, MN 56258
507/532-9641

Kansas State University: Center for Rural Education and Small Schools

The Kansas State Center for Rural Education and Small Schools seeks a model partnership between researchers and practitioners. While focusing on the improvement of education for students in the rural

schools of Kansas and the Midwestern region the center concentrates its research and development efforts in three broad areas. These are teaching, learning, and measurement of student programs; the creation of alternative delivery systems to provide a high quality of education for students (including adults) in small or isolated schools; and managerial and administrative concerns, e.g., finance, organization, and competency concepts. Future plans are to develop technological applications for administration and instruction in rural and small schools. Center personnel are drawn from the three departments in the College of Education. An annual conference featuring local, state, and national speakers is held on the university campus in the fall.

Contact: Tom Armenoff, Coordinator
Rural Education Center
College of Education
Kansas State University
Manhattan, KS 66506
913/532-6361

Linking Education With Community Renewal in Millford, Illinois

As a result of a high-school building that did not meet state safety codes and a community unwilling to tear down a cherished structure, a process of educational improvement and community renewal was initiated in the small township of Millford, Illinois. When a Chicago architect, Jonathan Boyle, was hired to look into the feasibility of redesigning the space and the existing building, he undertook an energy audit and enlisted high school students to do much of the work. The results have been several: the building is being improved, several students have learned new skills, and the school and community have strengthened their relationship through a series of forums in which controversial issues were debated openly. The Millford business community has collaborated with the high school in its computer literacy program, which is designed to teach every student basic computer literacy. A variety of ideas for using the refurbished school as a community learning center is being considered.

Contact: Henry Hornbeck
Superintendent of Schools
Millford, IL 60953
815/889-4184

Midwest Continent Regional Education Laboratory (McREL)

McREL serves Missouri, Kansas, North Dakota, South Dakota, Nebraska, Colorado, and Wyoming. It is in the third year of a Rural Education Project (REP), which evolved from a study supported by the National Institute of Education, called "Improving Rural Schools; Past Efforts, Future Opportunities." The REP focus in 1983 is on examining what is happening in small school improvement, particularly through school "clusters" that are formed to address common problems. McRel gives direct technical assistance to three states that have formed small-school clusters, and helps other states with problems identified at state and local levels. The REP has comissioned several papers on rural education issues, supported some state-level studies, and assisted schools in developing pilot programs. The program works closely with national and regional organizations having rural education interests. It monitors state, regional, and national events in rural education.

Contact: Paul Nachtigal
McRel
2600 South Parker Road
Building 5, Suite 353
Aurora, CO 80014
303/238-1259

Missouri Small Schools Computer Consortium

Six small Missouri school districts, the Missouri State Education Agency, and the University of Missouri are working together in an effort to bring computer literacy to schools too small to purchase individual services. A joint purchasing arrangement was used to hire a computer specialist, who works with all the schools on a shared time basis and who carves out an instructional program to meet each schools' self-identified needs. A unique feature of the consortium is the state education department's membership. With the eight member institutions each contributing an equal amount of money, and with the University of Missouri's Office of Rural Development contributing evaluation services and technical assistance, both small schools and state department personnel are learning computer skills through an arrangement that is inexpensive, flexible, and adaptable to special institutional needs.

Contact: Richard Phillips
Supervisor of Instruction
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
314/751-4426

Nebraska Rural and Community Schools Association

In Nebraska, the state's smaller schools have formed an association to help rural schools find effective ways to improve schools that are necessarily small and to stretch the available dollars. The Association

has a lobbyist to help it keep informed of legislation in progress. Memberships are by individual subscription only, but consideration is being given to making school memberships available in the future. The Association holds an annual conference.

Contact: Stan Kravig, Principal
Palisade Public School
Box "O"
Palisade, NB 69040
308/285-3219

Project Circuit

In Wisconsin's Trempeleou County, students in grades nine through twelve have increased curriculum offerings because of Project CIRCUIT (Curriculum Improvement Resulting from the Creative Utilization of Instruction Television) and a two-way cable television network. The Western Wisconsin Communication Cooperative (WWCC), connects the eight participating districts with Project CIRCUIT. Planning for this project began in 1972, but two-way broadcasting for educational purposes did not begin until 1979. In 1981-1982, four courses, mainly in foreign languages, were offered via television. Substantial funding came from the W.K. Kellogg Foundation and a Title IV grant. In addition, the eight districts formed a cooperative and negotiated with the Farmers' Home Administration for a fifteen-year loan.

Contact: Ellworth Beckman, Director
Project CIRCUIT
Osseo-Fairchild High School
13th and Francis Street
Osseo, WI 54758
715/597-3141

Schools for Quality Education (SQE)

SQE is the Kansas rural citizen's response to issues and policies affecting rural schools and their communities. SQE's purposes are to nurture the unique strengths of rural schools, minimize their weaknesses through programs appropriate to the rural setting, and enhance the quality of rural community life. Memberships are individual.

Contact: Martha Ala, President
Schools for Quality Education
Route 2
La Cygne, KS 66040
913/755-2032
or
Galen Kelly
Secretary-Treasurer
913/757-2677

Southwest State University: Rural Studies Program

Southwest State University in Marshall, Minnesota, is a small liberal arts college with a unique feature. Rural studies, in a variety of disciplines, are a part of every student's education. All students in a four-year baccalaureate program must satisfy a twelve-hour rural studies requirement. In addition, students may complete a rural studies minor by taking 16 credits beyond the institutional requirement. The 12 disciplines represented in the program range from agribusiness to literature to political science. The goals of the Rural Studies Program are to help students understand and appreciate both their rural heritage and contemporary rural life and to help them gain insights into rural problems and future prospects for rural people. The program is distinguished by its liberal arts perspective and its analytical examination of themes and issues in rural life. Several publications on rural life and culture can be purchased from the center.

Contact: Joe Amato
Rural Studies Program
Southwest State University
Marshall, MN 56258
507/537-7021

Two-Way Instructional Television in Minnesota

In three Minnesota districts, an instructional television project was started in response to three motivating forces: limited curricular offerings for high school students, the threat of forced consolidation, and the high cost of student transportation. During the 1981-1982 school year, four classes were taught via low power television (LPTV): German I, art, mass communication, and advanced math. The two-way simultaneous live instructional learning via LPTV works in this way: three school projects operate under standby temporary authority from the Federal Communications Commission to broadcast LPTV, with the primary-site studio and broadcast equipment located at the Eagle Bend School. Each school site has a broadcast tower, solar monitors, and equipment necessary for receiving and sending television signals. Eagle Bend uses a Ultra-High Frequency channel with a broadcast range of 20 miles, and the remote sites receive the transmission as they would any commercial station.

Contact: Richard Lundgren
Project Coordinator
Eagle Bend School District
Eagle Bend, MN 56446
218/738-6261

University for Man (UFM): Kansas Outreach Program

The UFM serves more than 45 small or rural communities where educational opportunities for adults are limited, providing them with technical assistance in creating classes where citizens share ideas, skills, and knowledge. "Teachers" have been high-school students, business people, homemakers, farmers, and senior citizens. The programs are intended to expand and strengthen community resources, promote community involvement in education, and stimulate civic renewal. UFM nas worked with other states in the Midwest region and produced several "how to" manuals and a grassroots education film. With funding from the National Endowment for the Humanities, Outreach staffers are currently working in three states to help 30 rural libraries develop humanities programs. UFM is interested in collaborating with national, state, and local organizations with a commitment to grassroot community education and developmen.

Contact: Sue Maes, Director
University for Man
1221 Thurston
Manhattan, KS 66502
913/532-5866

University of North Dakota: Upper Midwest Small Schools Project (UMSSP)

The UMSSP is an association of small schools that have been chartered since 1964. Adopting a comprehensive approach to small school problems, it draws upon many resources to help small schools. From 1979 to 1982, UMSSP has been the vehicle for establishing the Teaching and Learning Center, to which about 40 participating schools pay a fee. The organization meets four times each year to share information and holds an annual workshop in the spring.

Contact: Larry Smiley, Director
Upper Midwest Small Schools Project
University of North Dakota
Box 8158, University Station
Grand Forks, ND 58202
701/772-4255

University of Northern Iowa (UNI): Rural Education Committee

The University of Northern Iowa has viewed itself as a center for rural education since its beginning as the Iowa State Normal School in 1876. Today, the Rural Education Committee coordinates activities among the teacher educators of the university and provides linkages with groups outside the university. In research, the Committee encourages studies, including doctoral dissertations, of education issues related to small size and rural setting. It assumes leadership in developing appropriate preservice and in-service courses for teachers and serves as a rural education clearinghouse. Typically, the Committee consists of representatives from seven departments in the College of Education, the UNI Extension Service, and the UNI Education Placement Office. It is characterized by collaborative activities (e.g., with the North Central Association and People United for Rural Education) and by frequent preparations of fact sheets and research papers.

Contact: Dr. William H. Drier, Chairperson
UNI Rural Education Committee
University of Northern Iowa
Cedar Falls, IA 50613
319/273-2146

Cornell University: Rural Schools Program (RSP)

New York has the third largest rural population in the nation, with one-third of its students enrolled in 327 rural or small school districts. The RSP at Cornell University emphasizes research, data collection, and legislative activity. Its studies and data are used to inform legislators, educators, and state government officials of how proposed or existing policies might affect rural schools. The program acts as an advocate for rural and small districts throughout the state. The program helps small districts with problems like curriculum, instruction, staffing, and management; publishes a newsletter, special bulletin, and periodicals; and conducts statewide conferences. It also serves as a clearinghouse for RSP members and helps to create linkages and promote communication among members, government officials, and the public.

Contact: William H. Deming
Executive Director
Rural Schools Program
Department of Education
11 Stone Hall
Cornell University
Ithaca, NY 14853
607/256-7756 or 256-2207

University of Vermont: The Center for Rural Studies

The Center for Rural Studies is a non-profit, fee for service organization located within the College of Agriculture at the University of Vermont. The Center was designed to address critical rural social, economic, and resource issues in Vermont and developing nations. Primary emphasis is placed on research and organizing activities which contribute to the search for solutions and alternatives to rural problems. It attempts to bring inter-disciplinary research efforts to bear upon rural issues. Much of the Center's efforts are with computers: data collection, analysis, and dissemination. It has developed expertise in teaching lay people to use these indicators as well as to understand their own communities by conducting surveys, needs assessments, and social impact analyses. It has served as the lead agency in the Vermont State Data Center, a national program of the U.S. Census Bureau. The Center's work in international data and rural development has led to field situations in Central America as well as extensive work in local energy planning in rural areas of Vermont.

Contact: Fred Schmidt
Center for Rural Studies
University of Vermont
Mansfield House
25 Colchester Avenue
Burlington, VT 05405
802/656-4472

Williamston High School Computer Project

Because of one teacher's initiative, eleventh- and twelfth-grade students in a Vermont district have a two-year computer programming course and computer instruction as part of their accounting classes. Williamston High School also has used its teacher's expertise to assist elementary schools, other teachers, and gifted and talented students. To tap into and work with community resources, the district has formed an education/business/industry partnership for computer literacy and its positive impact on new and existing business ventures. When it started, this program had five computers, a $1,500 Title IV C mini-grant, and $600 from the local education agency. As a result of the district's ability to build an effective program from a small base, Vermont has designated the Williamston High School an exemplary site and provided funds for Williamston teachers to help teachers in other districts. The teacher who initiated the program is now a Resource Agent in the Vermont Department of Education Resource Agent Program (RAP).

Contact: George Bernier
Williamston High School
Brush Hill Road
Williamston, VT 05679
802/433-5350

IDEA BANK: The South

A Great Thing Happened: A Film About Rural Community Education in Arkansas

Filmed in five communities with different cultural and economic characteristics, this film can be purchased from the National Community Education Association. The film focuses on how to make the best educational use of community resources and on how to link formal and informal education. It is advertised as "not only the kind of film you would like to take your whole family to see . . . but also be in."

Contact: National Community Education Association
1030 15th Street, N.W., Suite 536
Washington, DC 20005
202/466-3530

Appalachian Educational Laboratory (AEL)

The AEL serves Alabama, Kentucky, Ohio, Pennsylvania, Virginia, and West Virginia. Since its clients are predominately rural, its programs do not have demographic labels. Currently AEA conducts programmatic research in basic skills (featuring the use of microcomputers in high schools), lifelong learning, and school-family relations. It also offers workshops on school effectiveness and staff development, provides an information specialist to help clients with research needs, and publishes occasional papers for use in teacher in-service training.

Contact: Terry Eidel
Appalachian Laboratory
Box 1348
Charleston, WV 25325
304/347-0470

Arkansas Community Education Development Association (ACEDA)

Since its beginning in 1978, ACEDA has focused on community development by linking local educators with their natural — but sometimes overlooked — allies and friends. The strategy has been to stimulate grassroots initiatives by collaboration among local school districts and state and local organizations and by selective use of external resources. The Association began as a small enterprise with little funding. It has prospered and expanded its scope as a result of three foundations' willingness to support the innovations proposed by ACEDA's executive secretary. The Charles Stuart Mott Foundation, the Levi Strauss Foundation, and the Winthrop Rockefeller Foundation, as well as the federal government, have supported the development of five school-based development enterprises (SBDEs) in Arkansas. The Association has cultivated relationships with the Arkansas State Department of Education and the Arkansas business community. ACEDA is establishing a Community Education Center on Aging, which will serve as a resource for senior citizens as well as organizations interested in providing community education programs for older adults.

Contact: Bob Bell, Executive Secretary
Arkansas Community Education Development Association
2723 Foxcraft Road
Suite 211
Little Rock, AR 72207
501/225-1822

Arkansas School-Based Development Corporations

Four rural Arkansas school systems have gone into business for themselves and are letting students run the businesses. The Arkansas School-Based Development Corporations were planned under the auspices of the Arkansas Community Education Development Association, with cooperation and assistance from two foundations, federal funds, and the Arkansas State Education Department. The aim is to improve rural education and assist a community's economic development simultaneously. School districts sponsor development enterprises that, to be successful, must teach students marketable skills *and* make a profit. The four participating districts run town newspapers, a skating rink, a child-care center, a handyman employment service, and a photography lab. One corporation is breaking even financially, while the ones started later are beginning to come "out of the red." The participating districts are Mammoth Springs, under Superintendent Otey Green; Mountain Pine, under Superintendent Paul Roberts; Arkansas City, under Superintendent Madge Youree; and Pangburn, under Superintendent Jerome Browning.

Contact: Bob Bell, Executive Secretary
Arkansas Community Education Development Association
2723 Foxcroft Road, Suite 211
Little Rock, AR 72207
501/225-1822

Associated Press Teletype Program

In Caldwell Parish, Louisiana, Central elementary students are "practicing their reading and lan-

guage skills and enjoying every minute of it," according to Educational Operations Concepts, Inc. Students in grades four through six are taught reading skills by means of a daily five-minute radio news broadcast. In addition to the teletype, students form a daily news team to prepare and broadcast a five-minute news program over the local radio station. The students work hard to improve their language skills and speech because there is an audience beyond the classroom teacher for their performance. They also develop interests in current events and televised news broadcasts as an affirmation of their own news selection. Parents and participating teachers are enthusiastic supporters of the program, reading scores have improved since the program started, and the children read more. The program began in 1981 at the suggestion of a creative writing teacher.

Contact: Clarice Kenny
Elementary School Supervisor
Caldwell Parish School Board
P.O. Box 128
Columbia, LA 71418
318/649-2689

East Carolina University: Rural Education Institute

East Carolina's Rural Education Institute, established in 1982, has staked out the areas of research, teacher training, and service to rural districts as its priorities. It has been active in providing training and workshops for school staff and board members; sponsoring seminars and conferences on special topics (e.g., school dropouts, math, special education, and leadership development); and collaborating with other institutes and departments on present and future activities in rural education. Considerable time has been given to forging links with appropriate units and organizations. The Institute has sponsored major conferences on educational entrepreneurship. A data base is being set up for the 41 local education agencies served by the Institute. Distribution of a "guidance kit" for teachers is planned and an annual conference is held each spring.

Contact: Kathryn Lewis, Director
Rural Education Institute
East Carolina University
Greensville, NC 27834
919/757-6650 or 757-6271

Federation of Southern Cooperatives

The Federation is a non-profit association established to provide services, resources, technical assistance and advocacy to its membership of cooperatives and credit unions among low income people across the rural South. Chartered in 1967 and building on the Civil Rights Movement, the Federation has organized over 30,000 low income families in over 100 rural communities. States served by the Federation include Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, South Carolina, Tennessee and Texas. The primary service of the Federation is training and technical assistance in cooperative and credit union principles and operating practices. Assistance can be provided in chartering, feasibility studies, loan packaging, organizing, management, marketing, purchasing, accounting, and other skill areas for cooperative businesses and other community economic development ventures. Assistance is also provided in small farm planning, management, and operations. The Federation provides on-site consultation and also holds short courses and training sessions at its Training Center near Epes, Alabama. The Federation charges fees for its services, based on ability to pay.

Contact: John Zippert
Federation of Southern Cooperatives
P.O. Box 95
Epes, AL 35460
205/652-9676

Foxfire

Foxfire, an approach to secondary education that makes curricular opportunities out of local resources and gives students the skills and self-confidence to run the program, is an approach to education that evolved from a Georgia mountain school teacher's interaction with the rural students he taught and the rural community in which he was living. Foxfire is a curricular concept that was designed in a rural setting because many of the students, who lived in a corner of Appalachia rich with folklore and local customs, could not make connection between their lives and traditional school subjects. Foxfire provides the bridge to link local, national, and international understandings by beginning with the local. Since its beginning in 1966, it has been adopted by almost 200 schools in the United States and by schools in a number of foreign countries, and has become so well known that it is the title of a Broadway play. The six *Foxfire* books and *Moments* by Eliot Wigginton can be purchased from the Foxfire Fund, Inc.

Contact: Eliot Wigginton
The Foxfire Fund, Inc.
P.O. Box B
Rabun Gap, GA 30568
404/746-5318

Georgia School-Based Development Enterprises (SBDE)

In rural south Georgia, three enterprises sponsored by a local school district provide services to the community and opportunities to high school students. Students in the Brooks County School System operate a child development center, a swine production farm, and a construction operation. The SBDEs grew out of a project called REAL JOBS, which demonstrated how schools and communities can work together, and have been operating for four years. The projects help the community by generating income opportunities and providing needed services, while young people learn entrepreneurial and management skills. In rural Georgia, SBDEs are providing effective demonstrations of how rural education and development efforts can be coordinated.

Contact: Paul F. DeLargy
Georgia School-Based Development Enterprises
410 Baytree Road
Valdosta, GA 31601
912/247-8067

Southeastern Regional Council for Educational Improvement

The Southeastern Regional Council for Educational Improvement is a non-profit, interstate organization governed by the chief state school officers of 12 southeastern states. The Council is future-oriented, draws on existing resources, and helps to create new research capabilities. Working cooperatively with other regional and national organizations, the Council studies education policy as part of the larger social, economic, political, and ecological systems of the region. The Council is dedicated to the idea that rural and urban entities have much in common. Although each has unique educational characteristics which affect education policy decisions, mutual needs are thought to be important. The Council provides data and research studies for policy and program development.

Contact: Bernice H. Willis
Deputy Director
Southeastern Regional Council for Educational Improvement
P.O. Box 1274
200 Park, Suite 111
Research Triangle Park, NC 27709
919/549-8216

Southern Growth Policies Board (SGPB)

The SGPB is a comprehensive source of information on economic, demographic, and social trends in the South. Established in 1971 by nine southern governors, the Board is built on the principles of interstate planning and cooperation. Its concerns are both cities and the countryside. The Board's purpose is to "foster continued economic growth in the region, mitigating adverse sociological and environmental impacts." It monitors trends, collects and analyzes data, publishes a newsletter (*Southern Growth*) and numerous background papers, and helps states develop policy options. Board members are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Virginia, and the Commonwealth of Puerto Rico.

Contact: Stuart Rosenfeld
Southern Growth Policies Board
P.O. Box 12293
Research Triangle Park, NC 27709
919/549-8167

Southwest Educational Development Laboratory (SEDL)

The SEDL serves Texas, Louisiana, Arkansas, Mississippi, and Oklahoma. Although the SEDL does not have a rural education division, it has conducted several rural projects. *Regional Exchange* is a publication about key problems facing rural schools. The Regional Planning and Services Project, in Arkansas and Oklahoma, has looked at state policies needed to assist rural schools. Both Follow Through and the Basic Educational Skills Project offer technical assistance to rural schools in curriculum, teacher training, and dissemination.

Contact: Preston Kronkosky, Director
Southwest Educational Development Laboratory
211 East 7th Street
Austin, TX 78701
512/476-6861

University of Alabama Program for Rural Services and Research

The Rural Education Project (REP) is a systematic attempt to help rural schools identify and develop the resources they need to operate effectively. It includes a student teacher placement program, which is based on extensive rural field experience; a publication (*REP Newsletter*) about rural education practices and issues; an annual conference; and a writing awards program for tenth-grade English classes. Plans are to add several publications on rural education and the rural community, such as "School and Community Playground Design" and "Chronicles of School and Community Life."

Contact: John Shelton, Director
Program for Rural Services and Research
The University of Alabama
P.O. Box 811
University, AL 35486
205/348-6432

University of Arkansas: The Model Secondary Program

A research team at the University of Arkansas is developing interactive video courses in high-school physics, trigonometry, chemistry, and study skills because "forty-six percent of the schools in the area have no advanced classes" in these subjects, according to Dr. Barrie Jo Price, one of the two project directors. With funding provided by the Winthrop Rockefeller Foundation, the project has two objectives: to develop the technological package for complete, free-standing courses; and to infuse the courses into rural school districts. The team is using the Computer and Video-Recorder Integration (CAVRI) System to develop courseware and is a collaborative effort involving scriptwriters, content experts, programmers, and video experts. Courses consist of individual lessons with several components: computer diskette, video tape, and printed material. Each lesson is formated to reflect the interaction between video and computer material, with final assembly done by the computer personnel after content experts have approved the product. Ten Arkansas high schools participate in the project.

Contact: Barrie Jo Price
or
George E. March, II
College of Education
University of Arkansas
Fayetteville, AR 72701
501/575-3207

For information about CAVRI Contact:

Robin S. Maddern
CAVRI Systems, Inc.
26 Trumbull Street
New Haven, CT 06511
203/562-4979

Altering the School Calendar in Colorado: The Four-Day Week

With funding provided by the Follow Through Program's More Effective Schools Project, Colorado has been experimenting with a four-day school week. Now in its second year, the experiment is intended to learn whether shortening the school week and lengthening the school day is a viable way to solve some of the cost and transportation time problems facing schools in very isolated areas. Each school involved has a different approach to altering the school calendar and has had its own unique problems to work out during the experiment. So far, however, most districts seem to be adapting well to a shorter school week and a longer school day. The project is developmental as well as experimental, and contains an evaluation. Two publications on the four-day week in Colorado are now available: *Evaluation of the Four-Day School Week in Colorado* ($10.95) and *An Administrator's Manual for Implementing the Four-Day School Week*. To order these publications, send a check or money order to: Office for Rural Education, 300 Teacher Education Building, Colorado State University, Fort Collins, CO 80523 ATTN: Betty Bloom, 303/491-6474.

Contact: C.L. Stiverson
Colorado State Office Building
200 East Colfax Avenue
Denver, CO 80203
303/839-2221

Brigham Young University: Rural Program

The College of Education at Brigham Young University was an early pioneer in rural teacher preparation. Under the leadership of Dr. Ivan Muse, the college recognized that rural teaching demands special skills. It established programs to assist Utah's small school personnel and to give proper preparation to university students aspiring to teach in small rural schools. Four programs are now in operation:

- **The Rural Teacher Training Program** provides for intensive student teaching in rural areas at least 50 miles from the campus. This is a carefully supervised activity of from four to sixteen weeks.
- **Rural Teacher Exchanges** permit student teachers to "take over" small schools for a few days, while regular teachers attend in-service activities that are conducted by the college and designed around the needs of participating schools.
- The **Rural Graduate Program** offers masters degrees and doctorates to selected rural teachers and administrators who want to work in counseling, educational psychology, adult community education, school administration, or elementary and secondary education. Most work is conducted off-campus and teachers are able to continue in their regular jobs throughout the degree program.
- The **Rural Mini-Teaching Program** allows students majoring in several disciplines to prepare special "mini" sessions for presentation to elementary and secondary students. Coordination is arranged by college teachers in cooperation with interested schools and teachers.

Contact: Ivan Muse
Rural Program
College of Education
Brigham Young University
Provo, UT 84602
801/378-4259

Colorado State University: Office for Rural Education

Colorado State University's Office for Rural Education is an umbrella for a number of rural education services, some of them long standing. Included are research (e.g., a National Institute for Education funded demonstration project on instructional strategies to increase time-on-task); a video correspondence course for rural and urban educators; and televised instruction (called HI-TIE) in college-level math and engineering for high school students. The university also publishes *The Rural Educator*, edited by Dr. Richard Fisher. The Office for Rural Education works closely with the Colorado State Department of Education and the Colorado Association of Boards of Cooperative Educational Services (BOCES). Each year it holds a conference on rural education at Fort Collins. It also serves as headquarters for the Rural Education Association.

Contact: Joseph T. Newlin, Coordinator
Office for Rural Education
Department of Education
Colorado State University
Fort Collins, CO 80523
303/491-7022

Country School Legacy: Humanities on the Frontier

Country School Legacy, a project funded by the National Endowment for the Humanities, tells the story of rural education as it was in the Mountains Plains States before the 1950s. Its products are the

results of a study that made use of oral history, librarians in each participating state, national advisors, an artist, and a film maker. Rich in documentation, both the film and the publication describe rural schools as they used to be, with their many strengths and considerable shortcomings. The film ends with an examination of some of the problems facing rural schools. There is, for each state, a series of slides with accompanying written material about each state's rural education history.

Contact: Andrew Gulliford
Box 305
Silt, CO 81652
or
Office for Rural Education
300 Teacher Education Building
Colorado State University
Fort Collins, CO 80523
ATTN: Betty Bloom
303/491-6474

HI-TIE: For Colorado High School Seniors

The High School-Univerity Cooperation via Televised Instruction in Education (HI-TIE) allows high schools to expand their curriculum with college-level math and engineering courses. For example, advanced seniors may take matrices and linear equations, logarithmic and exponential functions, or analytic trigonometry through video-taped lectures and packaged learning material. Lectures, assignments, and exams are taken directly from a course taught at the Colorado State University campus. HI-TIE also helps schools train teachers in the use of computers, makes informational presentations to schools and school boards, and helps schools choose appropriate computer hardware and software. *HI-TIE News* is a regular newsletter about how technology relates to education and is mailed free of charge to interested Colorado educators.

Contact: Linda McNamara
Department of Education
205 Education Building
Colorado State University
Fort Collins, CO 80533
303/491-5227 or 491-6815

Montana Rural Education Center

The center at Western Montana State College carries out a wide array of activities under the rubric of "direct delivery of services to rural educators and adjunct activities designed to improve rural education." Only Alaska and Wyoming are more sparsely populated than Montana, and east-west distance across the state equals that from Washington, D.C. to Chicago. Delivery field service is therefore of highest priority, with the field representative traveling 35,000 miles annually to arrange teacher in-service, visit rural schools, and provide training for administrators. The center also conducts surveys (on teachers' salaries, for example), helps local districts write proposals, and coordinates activities with the state department of education. It publishes a newsletter four times a year. The College has a "rural education option" for students who want to try teaching in rural schools. The option program features the study of anthropology as the best behavioral discipline for understanding rural community life; a field experience that emphasizes training in applied anthropological techniques of field observations; instruction in classroom management strategies geared to small classes; writing an ethnography of a rural place or school; and a requirement that each student take a major-minor combination in more than one subject.

Contact: Ralph Kroon
Field Service Coordinator
P.O. Box 839
Belgrade, MT 59714
406/683-7325 or 388-6556

Montana State University: Center for Research on Rural Education

Montana State has elected to concentrate on rural education research as a complement to the service activities of Western Montana State College. The center collects information and data, identifies areas of needed research, disseminates information on how rural settings affect education, and conducts research. Education research is defined broadly and includes research on the total environment, the rural setting, and learners of all ages. In addition, consideration is given to historical studies, where applicable, and to studies of language and culture.

Contact: John Kohl
Center for Research on Rural Education
250 Reid Hall
Montana State University
Bozeman, MT 59717
406/994-4731

New Mexico State University: Center for Rural Education

This center emphasizes education research and outreach services to rural and small schools in New Mexico. Through workshops, on-site training, and video cassette productions, it assists schools and districts needing help in several areas: curriculum and teaching, administrator and leadership training, special education, rural boardmanship, proposal preparation, counseling, and schoolhouse maintenance. Its major purposes are to serve the educational needs of rural New Mexico, to collect and

disseminate information on rural education, to stimulate communication between education institutions and other organizations with rural resources, and to develop a research program to help solve specific rural education problems within the state.

Contact: Everett Edington
New Mexico Center for Rural Education
Box 3AP
New Mexico State University
Las Cruces, NM 88003
505/646-2623

Northwest Regional Education Laboratory (NWREL)

The NWREL serves Alaska, Hawaii, Idaho, Montana, Oregon, Washington, American Samoa, Guam, and the Northern Marianas. While NWREL does not use demographic labels for its programs, it works with some of the most rural states and districts in the nation and seeks their advice in selecting programs and priorities. It recently completed a school boardmanship project that targeted on rural schools. Several programs that emerged from the project are now available at NWREL and at state school board associations. NWREL develops and disseminates educational products and procedures, conducts programs and projects evaluations, provides training in several fields, and serves as an information resource on effective educational practices. Lists of numerous NWREL products and publications may be obtained by writing to the Laboratory.

Contact: Joseph Pascarelli, Assistant Director
Dissemination Services Program
Northwest Regional Education Laboratory
300 S.W. Sixth Avenue
Portland, OR 97204
503/248-6800

Oregon Small Schools Association (OSSA)

The OSSA is a non-profit corporation of small schools and offers institutional memberships only. With the coordination provided by an executive director, it helps member schools to identify and attain their goals; to improve communication among schools and other relevant organizations; and to arrange coordinated activities and shared services. OSSA is an advocate for small schools with state and regional education agencies and governing bodies. It holds an annual week-long summer institute and publishes a newsletter, *Small Talk*.

Contact: Donald F. Miller
Executive Secretary
Clatsop ESD
3194 Marine Drive
Astoria, OR 97103
503/325-2862

Texas Association of Community Schools (TACS)

The TACS serves communities with not more than one high school in the district. It helps promote excellence in community schools through support of appropriate state legislation; coordination with government, education organizations, and regulatory agencies; and provision of professional growth and development opportunities. TACS sponsors several annual workshops, publishes a newsletter and bulletins, and offers benefit packages to members. It has a constitution and by-laws. Both institutional and individual memberships are available.

Contact: Joe Seale
Texas Association of
Community Schools
1011 San Jacinto Boulevard
Suite 207
Austin, TX 78701
512/474-1167

Texas Tech University: National Center for Smaller Schools (NCSS)

The NCSS, which began full operation in 1981, is designed to improve educational opportunities for youth in small and rural schools. Its major emphasis is research directly related to the unique needs and opportunities of small schools. Workshops, conferences, and seminars are vehicles used to provide current and relevant information to educators in small schools. The Center, located at Texas Tech University, is a non-profit organization supported by grants from the Moody Foundation and an anonymous donor. During its first year of operation, it focused on establishing an annual conference for administrators of small schools, conducting workshops on the use of computers in small schools, finding funding, doing a national assessment of small schools' instructional needs, and developing a collection of publications on rural schools.

Contact: Weldon Beckner
Texas Tech University
College of Education
Box 4560
Lubbock, TX 79409
806/742-2391

University of Alaska: College of Human Resources and Rural Development (CHRRD)

Alaska is the most sparsely populated of the states and one of the most culturally diverse. At the University of Alaska, the CHRRD is designing programs and functions to address and capitalize on the state's rural character and cultural diversity. Within the College, three departments — Education, Behavioral Science, and Rural Development — collaborate to provide a wide spectrum of rural programs: undergraduate and graduate teacher education; a degree program for rural school administrators, counselors, and social work support personnel; a doctoral degree with specialization in cross-cultural studies; and a baccalaureate program with a rural development focus. These programs are buttressed by research in the behavioral sciences and education, and are accompanied by activities in dissemination and by program evaluations conducted at the local level.

Contact: Ray Barnhart, Acting Dean
College of Human Resources and Rural Development
University of Alaska
Fairbanks, AK 99701
907/474-7341

Utah Small Schools Association (USSA)

Small school improvement is the primary goal of USSA. Officially organized in 1980, the Association has both institutional and individual members. USSA helps schools by stimulation of communications among schools and other agencies, shared information and other resources, encouragment of appropriate teacher education, and use of community resources. The Association has a constitution and an executive secretary and holds an annual conference in cooperation with the state office of education. Conference proceedings are published.

Contact: Kerry Nelson
Executive Secretary
Utah Small Schools Assocation
USOE
250 East 5th South
Salt Lake City, UT 84111

CHAPTER II

What's Available: A look at National Resources

Organizations that are national in scope are described in this chapter. This includes groups devoted completely to rural education as well as organizations with a strong rural component. The Regional Rural Development Centers, funded by the federal government, are listed in this section. Resources of the Department of Education are included.

Rural Education Associations

Organizations Concerned about Rural Education (OCRE)

OCRE began in 1978 by a small group representing private non-profit organizations, federal agencies, and congressional staff. It was an early attempt to form a network of people working at the national level on rural education concerns, to give national visibility to rural education, and to initiate monthly meetings for the group to share information and work on common tasks. One of the OCRE's earliest assignments was to plan the First National Seminar on Rural Education, which occurred in College Park, Maryland, in June 1979. The conference was sponsored by three federal agencies and was followed by "rural round tables" in the nine federal regions. Proceedings from the First National Seminar have been published. OCRE's membership represents organizations and people who work at local, state, regional, and national levels.

Contact: Norman E. Hearn
Indian Education Programs
U.S. Department of Education
FOB #6
400 Maryland Avenue, S.W.
Washington, DC 20202
202/245-8236

People United for Rural Education (PURE)

In 1977, PURE was chartered as a volunteer organization "to promote the qualities that have been inherent in rural education and to pursue educational excellence that will enhance rural community life." The organization has achieved national status and recognition, winning a National Volunteer Activist Award in 1978. PURE publishes a monthly newsletter and holds an annual national conference. Representatives attend meetings of the State Board of Public Instruction and testify before the Iowa House and Senate Education Committees as well as before those of the U. S. Senate and House of Representatives. Through grassroot activities and national networks, PURE has become one of the most active national advocacy groups in rural education. Memberships are by individual subscription.

Contact: Joyce Losure, President
People United for Rural Education
R.R.I., Box 35
Kamrai, IA 50132
515/325-6059

Regional Rural Development Centers

Four regional rural development centers were established with funds from Title V of the Rural Development Act of 1972. Their purposes are to develop knowledge needed for rural development, including education, and to provide technical consultation.

Midwest Contact: Robert C. Powers, Director
North Central Regional Center
for Rural Development
108 Curtis Hall
Iowa State University
Ames, IA 50011
515/294-8397

Northeast Contact: Lee M. Day, Director
Northeast Regional Center for
Rural Development
242 Roberts Hall
Cornell University
Ithaca, NY 14853
607/256-7743

Southern Contact: William W. Linder, Director
Southern Rural Development
Center
Box 5406
Mississippi State, MS 39762
601/325-3207

Western Contact: Russell Youmans, Director
Western Rural Development
Center
307 Extension Hall
Oregon State University
Cornwallis, OR 97331
503/754-3621

Rural America

Rural America is a national membership organization and an independent, non-profit corporation that assists local governments and community-oriented enterprises in small towns and rural areas in meeting their service and development needs. It has many publications (including self-help manuals) on rural community and economic development. It publishes a national paper, *Rural America*, about six times a year, with regular articles on education. The organization has an affiliate in each state, a national office in Washington, DC, and regional offices in Iowa, Mississippi, and Texas.

National Contact: David Raphael,
Executive Director
Rural America
1346 Connecticut Avenue,
N.W.
Washington, DC 20036
202/659-2800

Midwest Contact: David Ostendorf, Director
Rural America
Midwest Regional Office
550 11th Street
Suite 200
Des Moines, IA 50309
515/244-5671

Southeast Contact: Billie Jean Young, Director
Rural America
Southeast Regional Office
4795 McWillie Drive
Suite 210
Jackson, MS 39206
601/326-2260

Southwest Contact: Ernest Arzola, Director
Rural America
Southwest Regional Office
223 West Anderson Lane
Suite 416
Austin, TX 78752
512/459-3320

Rural Education Association (REA)

The REA is a national membership organization open to any institution or individual concerned about education in rural areas. It conducts legislative efforts in Washington, DC, publishes a newsletter and journal, and holds an annual conference. It promotes state and regional delivery systems and other services appropriate to the rural setting, encourages colleges and universities to develop materials and training programs for rural school staff, and takes an active interest in research, data collection, and dissemination. REA is a forum for debate on rural school issues and a national advocate for rural education.

Contact: Joseph T. Newlin, Executive Director
REA Headquarters
300 Educational Building
Colorado State University
Fort Collins, CO 80523
303/491-7022

National Groups with a Rural Interest

The American Association of School Administrators' (AASA) Small School Program

A majority of the small and rural school districts in the country are administered by AASA members. As part of AASA's effort to serve small and rural schools, it has

- Established a small school committee
- Instituted the regularly published *The Small School District Administrator*
- Developed convention and in-service training programs

- Conducted national surveys of needs and concerns of small and rural school administrators
- Published *Creative Ideas for Small Schools* and *Staff Development in Small and Rural School Districts*
- Held an annual conference for small school administrators
- Monitored federal legislation and regulations to be sure small and rural districts are treated fairly
- Created a network linking small and rural school districts through AASA state affiliate organizations

Contact: Walter G. Turner, Associate Executive Director
AASA
1801 North Moore Street
Arlington, VA 22209
703/528-0700

Association for Community-Based Education (ACBE)

The ACBE is "a national clearinghouse for information regarding the theory and practice of community based education, and a source of ongoing support." It is also a national advocate for institutions involved with community-based education and provides them with publications and "a way to maintain a mutually-supportive network." ACBE supports innovative education for non-traditional learners. Its members are institutions in low-income communities that operate outside the public education system, are locally controlled, and offer programs to benefit both individual learners and the community. Over the years, the organization published a great deal about effective programs for many different kinds of learners. Publications deal with a range of topics from community arts and culture to resources for older people.

Contact: Chris Zachariadis
Association for Community-Based Education
1806 Vermont Street, N.W.
Washington, DC 20009
202/462-6333

Center for Community Change (CCC)

The CCC is a nonprofit corporation that devotes most of its time and resources to "providing advice and assistance to low-income and minority community-based organizations" and in helping these groups address "national issues which have a direct impact on the groups and their constituencies." Although CCC's programs cut across demographic sectors, it has conducted rural development programs in California, Missouri, Minnesota, Appalachia, Idaho, and Mississippi. By providing small seed grants to community organizations as well as less direct methods, it encourages the use and the linking of all community resources through community-based organizations. It is interested in new ideas on collaboration, cooperation, and sharing.

Contact: Othello W. Poulard, Vice President
Center for Community Change
1000 Wisconsin Avenue, N.W.
Washington, DC 20007
202/338-6310

Education Commission of the States (ECS)

The ECS serves state and political leaders as they try to improve educational quality at all levels. Created in 1966 as an interstate compact, ECS has conducted several rural education studies and projects over the past 17 years. Its major activities are policy research and other kinds of studies, dissemination of information, technical assistance (for states and defined groups of leaders), sponsorship of forums for the exchange of views and sharing of ideas, and leadership in encouraging national and state cooperation. Three ECS efforts are of special interest to rural educators: *Improving Rural Schools* (a national study), the National Assessment of Educational Progress (which contains information on rural students) and the Task Force on Interstate Migrant Education.

Contact: Russell Vlaanderen, Coordinator
Information Clearinghouse Services
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, CO 80295
303/830-3800

National Association of Towns and Townships (NATaT)

The mission of this Association is "to strengthen local governments in small towns throughout the United States, and enhance the quality of life for people who live there." As a non-profit membership service organization, NATaT's major efforts are in management improvement and general advocacy. It helps provide small communities with a fair share of federal and state support and improves their management capability through a range of activities: publications (including the *National Community Reporter*); conferences and training seminars; policy research; and special programs in technical assistance, international liaison, and coalition building.

The Association sells its publication, *A Guide to Resources for Small Communities*.

Contact: Paula N. Alford
National Association of Towns and Townships
1522 K Street, N.W., Suite 730
Washington, DC 20005
202/737-5200

National Community Education Association (NCEA)

NCEA is a private nonprofit membership organization founded in 1966 to promote community education in the United States. It advocates and supports community education development and helps practitioners improve skills and awareness. Two periodicals serve the membership: *Community Education Journal* and *Community Education Today*. NCEA also provides other publications, conferences, and workshops, information services through a clearinghouse, and technical assistance. The use of schools as providers of community education is emphasized.

Contact: Paul Tremper
National Community Education Association
1201 16th Street, N.W.
Suite 305
Washington, DC 20036
202/466-3530

National School Boards Association (NSBA)

The NSBA represents all 16,000 school districts in the U.S. through its active member state school board associations. Since a large proportion of these school districts are rural in nature, NSBA's services and activities are geared to serving their interests and concerns. Chief among these activities are representing rural school district interests before Congress and federal agencies, including the courts; training workshops and seminars; information and counseling in developing and updating school district policies and administrative rules; executive search services for new superintendents; and research reports on selected education topics; and a small schools clinic at the annual convention in the spring. A NSBA publication of particular interest to rural educators is the *School Board News*. Other major publications include *The American School Board Journal* and *The Executive Educator*.

Contact: Thomas A. Shannon, Executive Director
National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, DC 20007
202/337-7666

Rural Education Research . . . A National Sampling

Community Education Project

The National Association of Counties (NACO) and the National School Boards Association (NSBA) have conducted a nationwide search for successful community education programs involving local governments. Awards, given to programs identified as good demonstrations of community education, were chosen by a project advisory panel. To disseminate the information to school board members and elected county officials, a manual containing project descriptions will be published.

Contact: Sandra Barnes
National Association of Counties
440 First Street, N.W.
Washington, DC 20001
202/393-6226

Improving Rural Schools

The National Institute of Education sponsored this two-year study "to gain a deeper understanding of rural America's schools and communities, the problems that confront them, and ways to improve their capacity to attack these problems." The study, conducted by Paul Nachtigal (then at the Education Commission of the States), involved a team of seven consultants who designed a plan to examine past rural improvement strategies and their interaction with various rural settings. The consulting team conducted fourteen case studies of rural education improvement efforts throughout the nation in an attempt to learn why some efforts succeeded and others did not. Two conclusions were that, in Nachtigal's words, "the success of rural school improvement efforts depends on how well they fit local community and local education needs" and future public policy must "value and accommodate rural cultures and rural schools, rather than trying to reshape (them) into a likeness of larger schools and communities." Two publications resulted from the study.

Contact: Tom Schultz
Assistant Director for Educational Policy and Organization
National Institute of Education
1201 19th Street, N.W.
Washington, DC 20208
202/254-7930

Rural Vocational Education Study

The rural part of this study was conducted by the National Institute of Education as a section in a congressionally-mandated national examination of the policies, problems, and issues in American vocational education. Under the direction of Stuart Rosenfeld, the rural study employed consultants and case writers to look at a variety of rural education policies and practices in several states, to develop background papers and analyze issues, and to determine whether vocational education's current practices match the needs and characteristics of rural schools. A report has been published. Several papers on the vocational needs of rural women were commissioned and have been published by Rural American Women.

Contact: Public Information Office
National Institute of Education
1201 19th Street, N.W.
Washington, DC 20208
202/254-5740

Small Schools Project

The Small Schools Project at Dartmouth College, funded by the National Institute of Education, is a national study of "very small schools" and school districts. The goals of the study are to learn about small school strengths and weaknesses and to determine whether — and to what degree — they make use of their natural characteristics to add strengths and reduce weaknesses. Questionnaires were sent to a national sample of school personnel and board members working in three categories of very small schools. Preliminary results of this survey have been published. Intensive case studies of small districts representing all regions of the nation were conducted and will probably be ready for publication in 1983.

Contact: Faith Dunne, Director
Small Schools Project
Dartmouth College
Hanover, NH 03755
603/646-2009

Uses of Technology in Rural Schools

With funding provided by the National Institute of Education, Educational Operations Concepts, Inc., has provided *A Guide on Successful Uses of Technology in Rural Schools* — "prepared for and dedicated to teachers and administrators in America's rural schools and school districts." The *Guide*, a result of a nationwide request for information about rural and small schools' effective use of technological resources, contains descriptions of 18 projects and a complete list (including names and addresses of contact persons) of the projects that submitted information. In addition, it has a state-of-the-art discussion of technology utilization (complete with definitions of "hi-tech" terms) and a summary of practitioners, observations on planning, implementation, and maintenance.

Contact: Fred C. McCormick, President
Education Operations Concept, Inc.
1773 Skillman West
St. Paul, MN 55113
612/633-1103

Special Projects for Rural Schools

Clearinghouse on Rural Education and Small Schools (ERIC/CRESS)

ERIC/CRESS is a national source of information about research on rural and small schools. The Clearinghouse abstracts articles for microfiche, compiles bibliographies, catalogs and indexes rural education entries from journals and other sources, and commissions special studies on rural and small school topics. Rural school finance and the effects of rapid population growth are two subjects of ERIC/CRESS sponsored reports. This Clearinghouse shares information about topics of concern with other national clearinghouses, publishes special directories, and issues occasional bulletins and reports.

Contact: Everett Edington, Director
ERIC/CRESS
Box 3AP
Las Cruces, NM 88003
505/646-2623

Migrant Student Record Transfer System (MSRTS)

The MSRTS is a nationwide network of communication centers connected to a central computer in Little Rock, Arkansas, with accompanying sup-

port services in education and health at federal, state, and local levels. The system maintains accurate and complete records on the health and educational status of migrant children, assures rapid transmittal of the data, and assists in its appropriate use. Annually, more than 500,000 children of migrant farmworkers and fishermen in the United States and Puerto Rico are enrolled in MRSTS. The system helps school personnel by collecting and storing health and academic records and forwarding them upon request.

Contact: Martha Nelsen, Regional Supervisor
Migrant Student Record Transfer System
Department of Education
ARCH Ford Building
Little Rock, AR 72201
501/371-1857

National Information Center for Handicapped Children and Youth

The National Information Center for Handicapped Children and Youth will be supported until 1986 by the U.S. Department of Education, which has awarded a contract to Inter-America Research Associates of Rosslyn, Virginia. The Center pays particular attention to the needs of rural areas, culturally diverse populations, and the problems of severely handicapped people. Through workshops, newsletters, and direct linkages of people with common concerns, the Center promotes the sharing of information and ideas about services to the handicapped. It will also help small schools find special education teachers who are interested in rural assignments.

Contact: Toni Haas, Project Director
The National Information Center for Handicapped Children and Youth
P.O. Box 1492
Washington, DC 20013

National Rural Project (NRP)

The NRP, housed at Murray State University in Kentucky, is a clearinghouse for information on rural special education, a source of research and new ideas in the field, and a national advocate for special education students and personnel in rural areas. *The NRP Newsletter* features technical assistance articles and recent research. Several publications on special education in rural communities may be purchased from the Center for Innovation and Development.

Contact: Doris Helge, Project Director
National Rural Project
Center for Innovation and Development
Murray State University
Murray, KY 42071
502/765-3817 or 765-2056

Rural Education Network

This project was sponsored by the Department of Education's Office of Elementary and Secondary Education. The American Association of School Administrators received funds to operate a rural education hotline; convene a panel of rural educators to help define "rural school district;" write four issue papers; develop the *Sourcebook: A Directory Of Resources for Small and Rural Schools*; and prepare a report titled *Ensuring Excellence in Rural Education*. The following publications can be purchased from AASA or requested from the government: *The Sourcebook: Resources for Small and Rural Schools*; *Staff Development in Small and Rural School Districts*; *Social and Economic Change in Rural Communities*; *Recruitment and Retention of Staff in Small and Rural Schools*; and *School Improvement: Tips for Administrators of Small and Rural School Districts*. The report, *Ensuring Excellence in Rural Education* can be obtained from the Department of Education only.

Contact: Walter G. Turner
Associate Executive Director
American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
703/528-0700
or
Norman E. Hearn
Indian Education Programs
U.S. Department of Education
FOB #6
400 Maryland Avenue, S.W.
Washington, DC 20202
202/245-8236

The U.S. Department of Education: How It Can Help

A number of divisions and offices at the Department of Education are particularly helpful to small and rural school administrators. These are:

Interagency Subcommittee on Rural Education

This Subcommittee was established in 1982 as a result of Public Law 96-88 (October 1979). The law says that "The Education Secretary, through the Assistant Secretary (of Vocational and Adult Education) shall . . . provide a unified approach to rural education and rural family education through the coordination of programs within the Department

and shall work with the Federal Interagency Committee on Education (FICE) to coordinate related activities and programs of other Federal departments and agencies." The Subcommittee has five tasks:

- Preparing a report on all federal activities in the assigned area;
- Determining the federal cost of these activities;
- Pointing out inconsistencies and duplication of effort in rural education activities;
- Determining the impact (if any) of Department of Education initiatives on other federal agencies;
- Presenting a written report of its findings to the Federal Interagency Committee on Education.

Five federal departments and three federal agencies are members of the subcommittee: The Departments of Education, Agriculture, Labor, Health and Human Services, and Interior; the Administration for Children, Youth and Families; the National Endowment for the Arts; and the Veteran's Administration. A more accessible group for school superintendents may be the *Intra-Departmental Committee on Rural Education*. This Committee is undertaking several tasks that may prove useful for rural and small schools: developing a directory of rural education contacts within the Education Department; compiling indexed summaries of the Department's 43 programs and thousands of projects related to rural education; and reviewing regulations and procurement procedures for equitable emphasis on rural education. For information about either the Interagency Subcommittee on Rural Education or the Intra-Departmental Committee,

Contact: Duane M. Nielsen, Chairman
Intra-Departmental Committee on Rural Education
Chief, Program Improvement Systems Branch
ROB #3
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202
202/245-2278

National Diffusion Network (NDN)

NDN is an adoption program that helps local districts identify needs and select programs suitable to their needs. There are currently more than 160 programs from which to choose. To be included in the NDN repertoire, a local project developed by a teacher (with federal funds) must be submitted to the NDN panel and validated. NDN works with a system of facilitators, who help school districts — at no cost — to identify problems and decide which projects to adopt. *Education Programs that Work* describes NDN projects and is available from the Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($5.50 prepaid). A case study by Tom Gjelten about NDN in Maine appears in Paul Nachtigal's book *Rural Education: In Search of a Better Way*, published by Westview Press, Inc., Boulder, CO, 1982.

Contact: Louis Walker
Division of Educational Replication
Department of Education
Suite 714
Brown Building Mailstop #30
400 Maryland Avenue, S.W.
Washington, DC 20202
202/653-7003

The National Institute of Education (NIE)

The NIE has for years supported program development and experimental work in national education laboratories. It continues to do so, although at reduced levels of funding. A great deal of work on rural educaton has been carried out through various laboratory programs. Since the mid-1970s, NIE has supported four major studies of rural education (described under National Projects). NIE has commissioned several smaller studies including a report on the education of U.S. rural students in 1980.

Contact: Tom Schultz
National Institute of Education
1200 19th Street, N.W.
Washington, DC 20208
202/254-7930
or
David Mack
National Institute of Education
1200 19th Street, N.W.
Washington, DC 20208
202/254-5654

Office of Elementary and Secondary Education

This division provided most of the funding for the 1979 National Seminar on Rural Education and organized regional roundtables following the seminar. The office coordinates a number of national rural activities and funded the Rural Education Network Project in cooperation with the American Association of School Administrators. It co-sponsored the second National Seminar on Rural Education in 1982. Reports are available on both conferences. Information is also available about other rural education programs in this office and in the Department of Education.

Contact: Edward H. Brown
Program Office
Division of Educational Support
Room 1715
Donohoe Building
Washington, DC 20202
202/245-2547

For *complete* information on all government funding for school districts, the *Catalog of Federal Domestic Assistance* is the reference. It lists federal grant programs and explains the procedure for applying for funds. It is a comprehensive, but confusing document. The Grantmanship Center has provided a guide to its use. However, the publication — *How to Use the Catalog of Federal Domestic Assistance* by Diana Krauth — was published in 1979. Many federal programs have been shifted to different authorities, given different names, or eliminated since then. Krauth's guide remains very useful, however. The publication can be obtained from the Grantmanship Center, 1031 South Grand Avenue, Los Angeles, CA 90015. It costs $1.35 per copy. The *Catalog of Federal Domestic Assistance* can be ordered from the Superintendent of Documents, Government Printing Office, Washington, DC 20402, at a cost of $21.00.

CHAPTER III

Foundation Dollars: A Fair Share for Rural Schools

PUBLICATIONS

For anyone thinking about writing a proposal to a private foundation or corporation, the *Annual Register of Grant Support* is an essential document. The *Annual Register* is published by Marquis Professional Publications; Marquis Who's Who, Inc.; 200 East Ohio Street, Chicago, IL 60611. It describes the different types of foundations and their areas of concern, corporate giving, and federated giving such as the United Way. The latest edition gives a basic proposal format and contains good tips about proposal writing. Foundations are listed and described by categories. If the categories seem confusing, the organization and program index lists under "Education" many foundations and agencies that specialize in the field. For most education grant seekers, however, pages 361-418 ("Education") will provide the most necessary information on funding sources. There are also sections on arts and humanities in this book, but no indexed listing on rural development or rural life.

The *Foundation Directory* is another essential publication for the grant seeker. It is published by the Foundation Center, 888 Seventh Avenue, New York, NY 10106 (800) 424-9836, and gives extensive information on foundation giving. The Directory describes trends in foundation giving, provides data by state and geographic region, and includes a table showing the distribution of grants by subject categories. Organized by states, this publication lists foundations alphabetically under each state and gives brief descriptions. This organization makes use of the index essential. Fortunately, "Education" in the index is broken down into specific categories. There are sub-headings for adult education, building funds, early childhood, minority groups, and elementary and secondary education. *The Directory* also lists, under "Rural Life," some foundations that are also interested in rural education. Entries are given by state in alphabetical order under each sub-heading.

Program Planning and Proposal Writing (Expanded Version) by Michael J. Kiritz tells everything you need to know about writing proposals for different kinds of funding sources. It gives examples of good and bad components in the proposal, and describes the steps to follow in approaching both foundations and federal agencies. It is published by The Grantmanship Center, located at 1031 South Grand Avenue, Los Angeles, CA 90015, 213/749-4721. This article may be purchased as a reprint for $2.55.

Another article published by the Grantsmanship Center is *Exploring the Elusive World of Corporate Giving* by Jack Shakely. Since local corporate assistance is being increasingly investigated by school districts and other community groups, it seems like a good idea to learn as much as one can about how different kinds of corporations spend their philanthropic donations and how they operate. Not all of them respond to unsolicited requests, and not all of them are serious philanthropists — even when they claim to be. Shakely is a training coordinator for the Grantsmanship Center. The booklet may be purchased from the Grantsmanship Center for $1.65.

Using Information About Foundations

When considering the submission of a proposal, it is helpful to know which foundations have funded similar projects. The geographic locations of previously funded projects also may give an indication of where a particular foundation prefers to put its dollars. The descriptions of more than 50 relevant projects funded in 1981 have been compiled for this chapter. The purpose is to provide an overview of the types of rural education programs that private

funders chose to support, as well as give a sampling of typical dollar amounts and types of recipients. Information about a particular project can be obtained by writing to the sponsoring foundation or directly to the project. Addresses for a number of recipients are listed by region in Chapter I.

What Makes a Good Proposal?

The components of Program Planning and Proposal Writing are:

	Summary	clearly and concisely summarizes the request
I	**Introduction**	describes the agency's qualifications or "credibility"
II	**Problem Statement or Needs Assessment**	documents the needs to be met or problems to be solved by the proposed funding
II	**Objectives**	establishes the benefits of the funding in measurable terms
IV	**Methods**	describes the activities to be employed to achieve the desired results
V	**Evaluation**	presents a plan for determining the degree to which objectives are met and methods are followed
VI	**Future or Other Necessary Funding**	describes a plan for continuation beyond the grant period and/or the availability of other resources necessary to implement the grant
VII	**Budget**	clearly delineates costs to be met by the funding source and those to be provided by the applicant or other parties

From: Norman J. Kiritz, *Program Planning and Proposal Writing*. The Grantmanship Center, Los Angeles, CA

Foundations Which Gave the Most to Rural Education in 1982

Name	Number of Grants	Total Amount	Recipient Type
Charles Stuart Mott Foundation	11	$ 799,000	Non-profit and community-organizations (5), colleges and universities (4), LEA (1), SEA (1)
W. K. Kellogg Foundation	3	$1,051,000	Colleges and universities
Winthrop Rockefeller Foundation	9	$ 481,300	Non-profit and community organizations (7), college (1), university (1)
Northwest Area Foundation	6	$ 324,000	Colleges (4), LEA (2)
Z. Smith Reynolds Foundation	4	$ 97,500	Non-profit and community organizations (4),university (1)

Foundation Grants for Rural Education Projects in 1981

(From: The Foundation Center, 1982)

Project Objectives	Funding Agency	Recipient	Amount
Implementation of school-based development enterprises in rural Arkansas communities that will contribute to community and economic development.	Rockefeller (Winthrop) Foundation, AR	Arkansas Community Education Development Association, Little Rock, AR	$ 25,000
To introduce and implement comprehensive community education, advocacy, legal and technical assistance programs for black land-owners and small family farmers.	Rockefeller (Winthrop) Foundation, AR	Arkansas Land and Farm Development Corporation, Madison, AR	$ 35,500
To provide awareness, education, and opportunity in medical and health professions for teenage youth with emphasis on minority, rural, and handicapped youth in Arkansas.	Rockefeller (Winthrop) Foundation, AR	Boy Scouts of America, South Central Region, Dallas, TX	$ 44,171
To plan, raise necessary funding for, and produce in state of Arkansas an international conference on small-scale and appropriate technology.	Rockefeller (Winthrop) Foundation, AR	Center for Education and Communication, Boston MA	$ 32,010
To produce operational plans tailored to local variables in several rural Arkansas communities for employment of displaced homemakers.	Rockefeller (Winthrop) Foundation, AR	Displaced Homemakers Network, Jonesboro, AR	$ 36,300
To provide training and technical assistance to Morris-Booker College in support of its Rural Human Resource Development Program.	Rockefeller (Winthrop) Foundation, AR	Independent Community Consultants, Hampton, AR	$ 5,000
To plan, develop, organize, and implement innovative program of human resource and community development in economically, socially, culturally, and educationally deprived section of Arkansas.	Rockefeller (Winthrop) Foundation, AR	Morris-Booker Memorial College, Dermott, AR	$ 28,567
To assist with community-based integrated rural development.	Rockefeller (Winthrop) Foundation, AR	Save the Children ArkansasDelta Project, Westport, CT	$ 90,000
To develop for Arkansas rural school districts a model secondary education program which will offer curriculum opportunities not generally available to small rural school districts.	Rockefeller (Winthrop) Foundation	University of Arkansas, Fayetteville, AR	$185,042
To enable rural health maintenance organization to expand its preventive health education program throughout southeast Kentucky.	Public Welfare Foundation, DC	Mountain Trails Health Plan, Harlan, KY	$ 7,200

Project Objectives	Funding Agency	Recipient	Amount
To support two alternative schools, Lower Price Hill Community School and East End Learning Center, and to serve Appalachian youth.	Public Welfare Foundation, DC	Urban Appalachian Council, Cincinnati, OH	$ 15,000
To improve curriculum in development of cooperatives offered by the Rural Training and Research Center in Epes, AL.	Southern Education Foundation, GA	Federation of Southern Cooperatives, Atlanta, GA	$ 10,000
For general support for rural research and advocacy organization.	Joyce Foundation, IL	Center for Rural Affairs, Walthill, NE	$ 23,000
For concluding phase of study by Francis A. J. Ianni of psychological and social growth of adolescents in urban, suburban, and rural environments.	Spencer Foundation, IL	Teachers College, NYC, NY	$ 95,300
To provide career information and counseling to high school seniors through establishment of Career Information and Planning Center.	Kellogg (W. K.) Foundation, MI	Mayland Technical College, Spruce Pine, NC	$150,00
To make college resources and programs available to rural areas and small towns of San Joaquin Delta district.	Kellogg (W. K.) Foundation, MI	San Joaquin Delta College, Stockton, CA	$164,500
To focus institutional resources on rural problems and issues through Community Information Education Service.	Kellogg (W. K.) Foundation MI	University of Illinois, Urbana, IL	$736,892
For Cooperative Rural Learning Laboratory serving Alabama Black-Belt counties with practical experience for faculty and students in consortium of Alabama schools.	Mott (Charles Stewart) Foundation, MI	Alabama Center for Higher Education (ACHE) Birmingham, AL	$111,155
To demonstrate effectiveness of community education as a vehicle to develop comprehensive approach to rural economic development and vocational education for youths in rural school districts in Arkansas.	Mott (Charles Stewart) Foundation, MI	Arkansas Community Education Development Association, Implementing School-Based Development Enterprises Project, Little Rock, AR	$ 75,000
To meet expenses of National Rural Community Education Workshop.	Mott (Charles Stewart) Foundation, MI	Arkansas Community Education Development Association, Little Rock, AR	$ 15,000

Project Objectives	Funding Agency	Recipient	Amount
To help support Rural Education With Action Learning, which provides education and work experience to disadvantaged young people in rural areas.	Mott (Charles Stewart) Foundation, MI	Brooks County Board of Education, Quitman, GA	$ 39,985
For general support to provide technical assistance to community-based organizations in rural and urban communities, research issues related to their needs, and monitor federal programs at the local level.	Mott (Charles Stewart) Foundation, MI	Center for Community Change, DC	$150,000
To help plan Regional Center for Family Life Education Development at Ohio University that will undertake a needs assessment of Appalachian counties in Ohio, Kentucky, and West Virginia.	Mott (Charles Stewart) Foundation, MI	Ohio State Department of Education, Columbus, OH	$ 60,000
To plan program of social and economic development in Marshall County, MS, including surveys of needs and resources and community education programs.	Mott (Charles Stewart) Foundation, MI	Rust College, Holly Springs, MS	$ 32,858
To organize people of three Alabama Black Belt counties (Macon, Green, and Lowndes) for community education to improve quality of rural life in these depressed areas.	Mott (Charles Stewart) Foundation, MI	Tuskegee Institute, Tuskegee, AL	$111,000
To provide short, in-depth community education workshops with rural emphasis, chiefly in western states, for practitioners.	Mott (Charles Stewart) Foundation, MI	University of Oregon Mobile Training Institute, Eugene, OR	$ 79,963
To conduct short, in-depth training workshops for community education practitioners in states west of Mississippi River, with emphasis on serving those in rural areas.	Mott (Charles Stewart) Foundation, MI	University of Oregon Mobile Training Institute, Eugene, OR	$ 78,780
To support publication educational program on epilepsy among rural communities in southwestern Minnesota.	Bremer (Otto) Foundation, MN	Minnesota Epilepsy League, Minneapolis, MN	$ 12,300
For first-year support of Rural Education Action program.	McKnight Foundation, MN	Educational Cooperative Service Unit Five, Stap, MN	$ 8,000
To continue program for rural school curriculum development, cooperative purchasing, and cable television education programming.	McKnight Foundation, MN	Rural Education Action Program, Staples, MN	$ 15,799

Project Objectives	Funding Agency	Recipient	Amount
For regional rural education and development center.	Northwest Area Foundation, MN	Eastern Oregon State College, La Grande, OR	$ 45,000
For rural-based teacher development program.	Northwest Area Foundation, MN	Eastern Oregon State College, La Grande, OR	$ 38,925
For Rural Education-Review Newsletter	Northwest Area Foundation, MN	Eastern Oregon State College, La Grande, OR	$ 6,791
For Cooperative Rural Schools Chemical Dependency Program.	Northwest Area Foundation, MN	Educational Cooperative Service Unit Five, Staples, MN	$ 50,000
For rural Education Action Program (III)	Northwest Area Foundation, MN	Western Montana College, Dillon, MT	$166,775
To hire a coordinator of volunteers and publicity for this organization making science and technology responsive to needs of poor in central Appalachia.	Babcock (Mary Reynolds) Foundation, NC	Appalachia—Science in the Public Interest, Appalachian Technical Network, Livingston, KY	$ 11,500
For Rural Coalition, program of major national and regional organizations to hire staff and address public policies concerning the rural disadvantaged and rural development needs.	Babcock (Mary Reynolds) Foundation, NC	Center for Community Change, DC	$ 5,000
For development funds for first year of homesteading curriculum including land acquisition, design and construction of shelter, and food production and preservation.	Babcock (Mary Reynolds) Foundation, NC	John C. Campbell Folk School, Brasstown, NC	$ 20,000
To send gifted rural students to Washington, D.C. for seminar: High School Scholars at the Smithsonian.	Reynolds (Z. Smith) Foundation, NC	North Carolina Association of Electric Cooperatives, Raleigh, NC	$ 12,500
To continue project combining psychological services with physical education in an inner-city elementary school and to expand project to a rural school.	Reynolds (Z. Smith) Foundation, NC	North Carolina State University, school of Education, Raleigh, NC	$ 46,700
To establish counseling service for predelinquent rural adolescents and their families.	Reynolds (Z. Smith) Foundation, NC	Youth Services Bureau, Greensboro, NC	$ 20,332

Project Objectives	Funding Agency	Recipient	Amount
For general support for Appalachian institute providing beyond-the-classroom education.	Clark (Edna McConnell) Foundation, NY	Woodlands Institute, Spruce Knob Mountain, Cherry Grove, WV	$ 10,000
For research and community education in Appalachia.	Field Foundation, NY	Highlander Research and Education Center, New Market, TN	$ 35,000
For conference on rural development for black colleges and universities.	Ford Foundation, NY	Prairie View A & M University, Prairie View, TX	$ 7,000
For research and reports on experience of community-based food supplement program for rural women and children, and a neighborhood health program for low-income students at a Jackson high school.	Ford Foundation, NY	South Central Mississippi Rural Health Association, Mendenhall, MS	$ 15,000
For student interns in rural health programs.	Hearst Foundation, NY	Western Interstate Commission for Higher Education, Boulder, CO	$ 10,000
To continue development of private industry consortium interested in supporting educational and health services for children in small towns and rural areas of Texas.	Moody Foundation, TX	Corporate Child Development Fund for Texas, Austin, TX	$ 10,000
For college-level instruction in isolated regions.	Murdock (M. J.) Charitable Trust, WA	College of Great Falls, Great Falls, MT	$ 70,000
To design comprehensive math program for rural school districts in northern part of New Mexico.	Ford Foundation, NY	University of New Mexico, Albuquerque, NM	$ 30,000
For outreach counseling services to rural youth-at-risk in Guilford County.	Reynolds (Z. Smith) Foundation, NC	Youth Service Bureau, Greensboro, NC	$ 18,000
For general support for work of training rural leaders in Appalachia as grass-roots community educators.	Mott (Charles Stewart) Foundation, MI	Highlander Research and Education Center, New Market, TN	$ 45,000

CHAPTER IV

Make Contact with your State Education Agency

Forty-seven states provided names of education department staff who could assist rural schools with information and technical assistance requests. A few states have rural education specialists, while in others both research and service personnel accept rural and small school matters as part of their responsibilities. Most state departments said the staff person best informed on rural issues also works most closely with rural and small schools. Following are the rural specialists to contact in the state education agencies:

ALABAMA
William Berryman, Director
Division of Instructional Services
111 Coliseum Boulevard
Montgomery, AL 36109
205/832-5850

ALASKA
Richard Luther, Director
Division of Education Program Support
Department of Education
Pouch F
Juneau, AK 99811
907/465-2830

ARIZONA
Beverly Wheeler, Coordinator
Educational Information Center
Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007
602/255-5391

ARKANSAS
Shirley Stancil. Associate Director for Personnel Administration
Office of Rural Service
Capitol Mall/Arch Ford Building
Room 110-B
Little Rock, AR 72201
501/371-1546

CALIFORNIA
Diane Brooks, Manager
Elementary School Support/ Small Districts Unit
California State Department of Education
721 Capitol Mall
Sacramento, CA 95841
916/323-0887

COLORADO
Roy Brubacher
Assistant Commissioner of Education
State Department of Education
201 East Colfax Avenue, No. 537
Denver, CO 80203
303/866-2222

CONNECTICUT
Theresa McKeon
Education Consultant
Connecticut State Department
P.O. Box 2219
Hartford, CT 06145
203/566-5323

DELAWARE
Sidney B. Collison
State Director of Instruction
Department of Public Instruction
Townsend Building, P.O. Box 1402
Dover, DE 19901
302/736-4647

FLORIDA
Larry Hutcheson, Chief
Curriculum Services
Florida State Department of Education
Knott Building
Tallahassee, FL 32301
904/488-5011

GEORGIA
Jeri Lyons
Educational Staff Specialist
Georgia Department of Education
Twin Towers East, 18th Floor
Atlanta, GA 30334
404/656-2637

HAWAII
Evelyn Klinckmaan
Assistant Superintendent for Office of Instructional Services
Department of Education
1390 Miller Street
Honolulu, HI 96813
808/548-2360

IDAHO
A. D. Luke, Chief
Bureau of Instruction
State Department of Education
650 West State Street
Boise, ID 83720
208/334-2165

ILLINOIS
Charles Jay
Illinois State Board of Education
First Bank and Trust Building
Suite 214
123 South Tenth Street
Mount Vernon, IL 62864
618/242-1676

William Humm
Illinois State Board of Education
100 North First Street
Springfield, IL 62775
217/782-3950

INDIANA
Jan Regnier
Associate Superintendent
Department of Public Instruction
State House Room 227
Indianapolis, IN 46204
317/927-0336

IOWA
Leland Tack
Chief of Data Analysis and Statistics
Grimes State Office Building
Des Moines, IA 50319
515/281-4835

Guy Ghan
Consultant, Administration and Finance
Grimes State Office Building
Des Moines, IA 50319
515/281-4741

KANSAS
Harold Blackburn
Assistant Commissioner
Education Services
Kansas State Department of Education
120 E. 10th Street
Topeka, KS 66612
913/296-2304

LOUISIANA
Rural education questions should be referred to particular divisions depending upon the area of concern, i.e., elementary, secondary, or adult.
State Department of Education
PO Box 44064
Baton Rouge, LA 70804
504/342-3602

MAINE
George Scott
State/Local Coordinator for the Commissioner
Maine Department of Educational and Cultural Services
Station 23, State House
Augusta, ME 04333
207/289-2321

MARYLAND
Rural education questions should be referred to specific divisions.
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
301/659-2200

MASSACHUSETTS
Curtis Hall, Director
Southeast Regional Center
PO Box 29
Middleboro, MA 02346
617/947-1231

MICHIGAN
Teressa V. Staten, Supervisor
Instructional Specialists Program
State Department of Education
PO Box 30008
Lansing, MI 48909
517/373-3302

MINNESOTA
Donald Johansen, Director
Secondary Education
Room 650, Capitol Square B
St. Paul, MN 55101
612/296-4055

MISSISSIPPI
Ralph Brewer, Director
Division of Instruction
State Department of Education
PO Box 771
Jackson, MS 39205
601/359-3487

MISSOURI
Richard Phillips, Director
Supervisor of Instruction
Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102
314/751-4426

MONTANA
Ron Wirtz
Office of Public Instruction
1300 11th Street
Helena, MT 59620
406/449-2087

NEBRASKA
Gerald Sughrue
State Department of Education
PO Box 94987
Lincoln, NE 68509
402/471-2783

NEVADA
Al Ramirez
Director of Basic Education
State Department of Education
400 West King Street
Carson City, NV 89710
702/885-3136

NEW HAMPSHIRE
Frank Brown, Chief
Division of Instruction
State Department of Education
410 State House Annex
Concord, NH 03301
603/271-2529

NEW MEXICO
Frank Romero
Administrative Assistant to the Assistant Superintendent for Instruction
Education Building
Santa Fe, NM 87503
505/827-6515

NEW YORK
Kenneth Rowe, Chief
Bureau of School District Organization
New York State Department of Education
Albany, NY 12234
518/474-3936

NORTH CAROLINA
F. L. (Bill) Britt, Director
Northeast Regional Education Center
North Carolina State Department of Public Instruction
PO Box 1028
Williamston, NC 27892
919/733-3813

NORTH DAKOTA
Pat Laubach
Southwest Coordinator
Box 102
Fort Yates, ND 58538
701/854-7565

OHIO
William L. Phillis
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Educational Journal, Eastern Illinois University, School of Education, Charleston, IL 61920

Human Services in the Rural Environment, Office of Continuing Social Work Education, 2012 Lake Avenue, University of Tennessee, Knoxville, TN 37916

Independent School, National Association of Independent Schools, 4 Liberty Square, Boston, MA 02109

Interstate Compact for Education, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295

Research in Rural Education, 136 Schibels Hall, University of Maine, Orono, ME 04469

Rural Education Association Bulletin, Department of Education, Colorado State University, Fort Collins, CO 80523

The Rural Educator, Department of Education, Colorado State University, Fort Collins, CO 80523

School Board News, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007

The Small School District Administrator, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209

The Small School Forum, Department of Education, Colorado State University, Fort Collins, CO 80523

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